



**EFFECTIVE: JANUARY 2005**

Course SD

1270

**D: Perspectives on Disability**

**E: 1.5**

Subject & Course No.	Descriptive Title	Semester Credits
<b>F:</b>	Calendar Description: <b>In this course students will explore a variety of perspectives regarding disability. With all these perspectives in mind, students will then investigate characteristics and possible implications of a number of disabling conditions.</b>	
<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Lecture/Practice</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>30 hours</b>  Number of Weeks per Semester:  <b>Flexible delivery ranging over 1 to 15 weeks</b>	<b>H:</b> Course Prerequisites: <b>None</b>	
	<b>I:</b> Course Corequisites: <b>None</b> <b>None</b>	
	<b>J:</b> Course for which this Course is a Prerequisite <b>CCSD 2340</b>	
	<b>K:</b> Maximum Class Size:  <b>30</b>	
<b>L:</b>	PLEASE INDICATE: <b>Part of Block Transfer to UVIC, UCFV, Malaspina University College, University of Calgary, Athabasca University</b>	
<input type="checkbox"/>	Non-Credit	
<input type="checkbox"/>	College Credit Non-Transfer	
<input checked="" type="checkbox"/>	College Credit Transfer:	

**M:** Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

- 1. Examine how cultural influences shape our view of people who are labelled as disabled.**
  - Examines values, language and perspective regarding people who are labelled as being disabled**
  - Identifies the opportunities and limitations of classification systems for people who are labelled as disabled**
  - Compares and contrasts the medical and social model perspectives regarding disability**
  - Explores Disability and Deaf cultures**
- 2. Identify opportunities for self-advocacy, advocacy and support.**
  - Describes what advocacy means for people labelled as disabled, their personal support networks and practitioners**
  - Reviews historical examples of advocacy opportunities, e.g.,: right to die/live, court challenges, media reviews, etc.**
  - Reflects on what values, skills and resources contribute to effective self-advocacy, advocacy, and supportf-advocacy, advocac**

<b>P:</b> Textbooks and Materials to be Purchased by Students <b>T.B.A.</b>		
<b>Q:</b> Means of Assessment: This course will conform to Douglas College policy regarding the number and weighting of evaluations. <b>Portfolio</b> <b>Group Presentations</b> <b>Self and Peer Assessments</b>		
<b>R:</b> Prior Learning Assessment and Recognition: <b>This course is open for PLAR</b>		
Course Designer(s): <b>Lori Woods</b>		Education Council / Curriculum Committee Representative
Dean: <b>Jan Lindsay</b>		Registrar